

Early Learning Model focuses on transforming the school through establishing or expanding a high-quality preschool; developing and increasing teacher and school leader effectiveness; implementing comprehensive instructional reform strategies; and providing high-quality, job-embedded professional development for staff.

Developing and increasing teacher and school leader effectiveness

- Replace Principal with one who has a past track record of student success and the ability to lead the transformation effort (IN Turnaround Principle 1)

Required

- Replace Principal with one who has a past track record of student success and the ability to lead the turnaround effort

IN Conditions

- Use the current principal selection (per IN's ESEA flexibility waiver Focus and Priority requirements) to determine if the current principal has the ability to lead the transformation effort in the school **OR** Hire a new principal based on the six key competencies for effective pre-k – 3 principals – including: embracing the Pre-K-3 early learning continuum; ensuring developmentally-appropriate practices; providing personalized learning environments; using multiple measures of assessment to guide student learning growth; building professional capacity across the learning community; making the school a hub of Pre-K-3 learning for families and communities (<http://www.eschoolnews.com/2014/10/17/competencies-effective-principals-623/2/>)
- Provide the principal with a mentor from a high-performing Pre-K institution, IACCRR coach, or external or university partner with early learning programming
- Principal will attend a minimum of two early learning specific professional development activities per year. IDOE will provide recommended early learning opportunities

Developing and increasing teacher and school leader effectiveness

- Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement that (1) will be used for continual improvement of instruction; (2) meaningfully differentiate performance using at least three performance levels; (3) use multiple valid measures in determining performance levels, including a significant factor on student growth data for all students, and other measures of professional practice, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys; (4) evaluate teachers and principals on a regular basis; (5) provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and (6) will be used to inform personnel decisions.

- Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

-Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model

(IN Turnaround Principles 5)

Required

- HQ staff – licensed teachers with BA in early childhood education or related field with State-approved alternate pathway
- Use a teacher evaluation system which takes student growth into account as a significant factor

Options

- Provide financial incentives or additional resources in classrooms via teacher grants or rewards for high-performing teachers
- Provide staff with opportunities for leadership growth in the building
- Provide collaboration time for staff
- Implement staff recommitment process to substantially different working conditions, including: definition of school hours, job assignment, and job duties
- Implement a comprehensive induction program for new teachers
- Ensure ineffective teachers are not assigned or reassigned to the school

Comprehensive instructional reform strategies

-Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards (IN Turnaround Principle 3)

Required

- Child-to-instructional staff ration of no more than 10 to 1
- Class sizes of no more than 20
- Full-day programming

IN Condition

- School leaders verify the curriculum being delivered is aligned to the IN Early Learning Foundations by frequent classroom walk-thrus, lesson plan reviews, and reflective feedback to teachers

Options

- Conduct Formative Assessment Development and Training
- Implement a comprehensive ramp-up program for students at-risk of failure or subgroups with the largest achievement gaps
- Create an intervention plan for students who are behind academically
- Conduct periodic reviews to ensure that the instruction is implemented with fidelity to the selected curriculum, is having the intended impact on student achievement, and is modified if ineffective
- Use and integrate technology-based supports and interventions as part of the instructional program

Comprehensive instructional reform strategies

-Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students (IN Turnaround Principle 2 and 6)

IN Condition

- An age- and developmentally-appropriate curriculum and assessment system that is used to guide practice, improve programs, and inform kindergarten readiness
- Provide staff with collaborative opportunities to analyze data and respond to learning needs of students (e.g., Professional Learning Communities)

Options

- Create a system-wide approach to tracking school data and individual student data
- Analyze formative and summative assessments to respond to student academic, behavioral, and social needs

Comprehensive instructional reform strategies

- Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies (IN Turnaround Principle 5)

Options

- On-going professional development targeting best practices for early learners, determined by classroom walk-thru data, teacher observation data and student achievement data
- Teachers intentionally communicate learning objectives to students which are aligned to IN Early Learning Foundations – via posted lesson plans, posted objectives, etc.
- Implement professional development with an emphasis on instructional strategies to support early learners
- Revise the school schedule for professional learning communities

Creating community-oriented schools

-Providing ongoing mechanisms for family and community engagement (IN Turnaround Principle 8)

IN Condition

- Develop a kindergarten transition protocol and regularly share with parents and families
- Teachers intentionally and regularly communicate learning objectives to families which are aligned to IN Early Learning Foundations – via newsletters, parent events, etc.

Options

- Implement culturally competent family and community engagement programs focused on instruction and academic performance
- Engage community partners to provide wrap-around services for students and families
- Create a process to involve family members in school decision –making
- Communicate intentionally with families on a regular basis to share data, student progress, and areas needing support
- Utilize a method of gathering stake-holder feedback that informs goals and on-going progress monitoring

Providing operational flexibility and sustained support

a. Give the school operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high graduation rates; and

b. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)

IN Conditions

- LEA must provide the principal:
 - control over people, time, program, and dollars
 - an opportunity to present updates and progress to the local school board at least twice a year in a pre and post manner
- LEA must have in place the following pieces to demonstrate how they will provide effective oversight and support for implementation of interventions in

their school(s):

- Defined district role in the school SIG planning process
- Designated central office staff member to be part of the SIG process
- Written support and commitment from local teacher's association regarding flexibility for SIG implementation
- Monthly monitoring of SIG programming and implementation
- Evaluation System for programming and implementation of SIG
- Data review plan
- Special Populations review plan
- Fiscal monitoring plan
- Timeline and responsible parties for all above plans